COURSE TITLE: The History of Western Civilization to 1300

COURSE NUMBER: HST 1010

NUMBER OF CREDIT HOURS: Three

PREREQUISITES: None

COURSE DESCRIPTION: This course will allow students to survey the important political, economic, and social developments in Western Civilization from primitive society to the 1300’s A.D.

ALL OBJECTIVES:

Core Learning Areas:
The Core Learning Areas represent a common body of skills and knowledge to which all graduates with associate’s degrees should be exposed and for which the college may determine certain levels of competency which will be assessed through the general education curriculum.

Cultural Awareness
Cultural Awareness is the ability to discern the interdependence of local and transnational political, social, economic, artistic and cultural networks in the context of their aesthetic and historical importance.
Competency in this area is measured by the ability to:
35. Articulate how historical change shapes the arts, ideas, and social and political structures.

Information Literacy
Information literacy is the ability to recognize a need for information and to use an efficient process to obtain reliable information that meets the need.
Competency in this area is measured by the ability to:
39. Formulate a focused research question
40. Implement a viable research strategy
41. Retrieve information legally, responsibly, and ethically

History Program Goals:
1. Students will develop an understanding of major cultures and religions of the world.
2. Students will learn to evaluate primary sources.
3. Students will develop analytical and critical thinking skills.
4. Students will develop and demonstrate effective communication skills when describing, discussing, critiquing, and analyzing historical events and ideas.
5. Students will develop and demonstrate effective research skills and proper documentation of resources.

Course Objectives:
1. Describe basic human physical evolution and cultural evolution during the period of human prehistory.
2. Describe the cultural, economic, political, and social evolution of the people who made the leap to civilization along the early major river valley civilizations. (You might want to confine this effort to the Nile and Tigris-Euphrates river valley civilizations.)
3. Describe the cultural, economic, political, and social evolution of societies that rose initially on the shores of the Aegean Sea and then in the Hellenic and Hellenistic civilizations.
4. Describe the cultural, economic, political and social evolution of Roman Civilization from its Etruscan roots to the transition to Medieval Civilization.
5. Describe the cultural, economic, political and social evolution of Medieval Civilization from the end of the Later Roman Empire to the 1300s.

Expected Student Performance Objectives:
The list of performance objectives is a general guide to what will be expected of students taking HST 1010.

- Describe cause and effect for historical events and/or movements.
- Describe major cultures, religions, and historic and ethnic groups.
- Describe how technology and human activity have shaped societies and environments.
- Describe the influence of philosophies and religion on civilization.
- Identify and describe major persons in history and their influence.
- Demonstrate a basic knowledge of world geography.
- Demonstrate a basic understanding of the organization and functions of government.
- Describe basic economic principles.
- Describe the historical, philosophical and ideological foundations of systems of government and social organizations.
- Write a unified, coherent academic essay, correct in structure and mechanics, which supports a clear thesis.
- Respond to a complex writing assignment with a coherent paper that is the result of gathering information, taking notes, writing drafts and is characterized by correct structure and mechanics and proper documentation.
- Locate and use resources outside the classroom.

Expectations of Students:
The following is a list of some of the behaviors that faculty member teaching the course will expect of students.

- Bring pens and/or pencils and notebook paper and have bluebooks when required.
- Be prepared to take lecture notes.
- Observe proper classroom and/or online etiquette.
- Complete assignments according to schedule.
- Follow honest academic behavior by avoiding plagiarism and cheating.
- Able to read college level reading material.
- Able to write essays or assignments with clarity and a minimum of writing errors.
OUTLINE OF TOPICS TO BE COVERED IN THE COURSE:

Human Prehistory

River Valley Civilizations

Aegean and Hellenic and Hellenistic Civilizations

Roman Civilization

Early Medieval Civilization to the 1300s

LEARNING ACTIVITIES:
A variety of learning activities can be used in teaching the HST 1010 course. The learning activities may include the following: lectures, graphics based presentations, group work (voluntary and required), multimedia presentations, college-level reading assignments (reader, textbook, ancillary materials, primary documents, outside sources, etc.), course assignments (book reviews, written assignments, research assignments, written and objective examinations, etc.), films/tapes, recorded music, oral presentations, and discussions.

Evaluation is based principally on examinations and written assignments, but that does not preclude other methods.

INSTRUCTIONAL DELIVERY:
The HST 1010 survey is offered as a lecture course and as a web course.

Faculty will need to provide the students with a syllabus detailing the following: schedule of topics, assignments, and examinations; required course materials; specific course and college wide policies; grade scale; course objectives; descriptions of course assignments; course description; office hours; and where the teacher can be contacted.

In the lecture course the instructional delivery is typically in a classroom. There faculty may take advantage of a wide range of instructional approaches to capture as many different learning styles of students as possible. What occurs in the classroom, lecture, discussions, group work, multimedia, should be supplemented by required reading consisting of a college level textbook and a supplementary reading assignment. Give students the opportunity to show their reading, writing, and evaluation skills in any variety of written assignments. Faculty may also wish to provide students the opportunity to develop their speaking skills by assigning oral presentations. Additionally, faculty members are required to make themselves available to the students through scheduled office hours.

The web course is delivered outside the classroom. The course is arranged into learning modules. There are 15 learning modules for this course and correspond to the chapters in the textbook. The modules will be completed sequentially. Faculty members are required to check email within the course at least once per 24 hours. Student skills and historical knowledge are evaluated through examinations and written assignments.
VALIDATION:
General education skills may be validated in the following ways: assign college-level reading (reader, textbook, ancillary materials, primary documents, outside sources, etc.), require course assignments (book reviews, various kinds of written assignments, research assignments, oral presentations, etc.), and essay and/or objective examinations), grade class participation, and/or require group work assignments.

ATTENDANCE:
Individual faculty members are free to establish their own particular attendance policy. Do not assume that the attendance policy of one faculty member will be the same as another.

ACADEMIC INTEGRITY:
All faculty members require students to conduct themselves according to the standards of academic integrity in all of their courses. Article V of the Student Handbook describes the importance of academic integrity, what constitutes the violation of academic integrity, and college discipline for breach of academic integrity. Faculty members will discuss the issue of academic integrity and enforce the Student Handbook in their courses.